IMPACT

The District of Columbia Public Schools Effectiveness Assessment System for School-Based Personnel

2009–2010

**GROUP 12
Related Service Providers**

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DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

Dear DCPS Community,

As a direct result of your diligence and commitment to excellence, DCPS has made dramatic student achievement gains over the past two years. Since 2007, our elementary students have increased 11 percentage points in reading proficiency and 20 percentage points in math. Our secondary students have also made dramatic gains: 11 percentage points in reading and 13 percentage points in math. Your collective hard work on behalf of our students has been *the* critical component in making these gains possible.

While we celebrate these achievements, we know that there is still much work to be done. Slightly more than half of our elementary children are still below grade level in both reading and math. The same is true of nearly 60% of our secondary students. We cannot rest until every child in our school system is achieving at the highest levels. As a DCPS community, we believe that we have both the power and the responsibility to overcome the obstacles that stand in the way of our success. In particular, we are motivated by a commitment to ensure that the gap in achievement that separates District of Columbia children by race, class, language of origin, and special education status is eliminated once and for all.

Research and experience tell us that the most important factor impacting our ability to close the achievement gap and increase student learning is *you*: the adults who serve our students each and every day. Recognizing the unparalleled importance of ensuring that talented and committed individuals are serving our students, we have developed IMPACT, the new DCPS effectiveness assessment system for school-based personnel.

We decided to call this new system "IMPACT" because each of you has a dramatic *impact* on the lives of the children in our nation's capital. Through IMPACT, we seek to create a culture in which DCPS school-based personnel have a clear understanding of what defines excellence in their work, are provided with constructive and data-based feedback about their performance, and receive support to increase their effectiveness.

IMPACT is the culmination of over a year's worth of research and design informed by extensive guidance and feedback from the DCPS community. Critical to the development process were over 40 question and answer sessions and over 50 focus groups that we held with school-based personnel. I want to extend my deep appreciation to the more than 500 members of the DCPS community who provided honest and thoughtful feedback in all of these sessions. Your guidance was invaluable.

Thank you again for your commitment to the children of the District of Columbia. You are the most important element of our reform agenda and the key to closing the achievement gap in the nation's capital. Please know that I am humbled by the work you do each and every day on behalf of our students.

Sincerely,

Michelle Rhee
Chancellor, District of Columbia Public Schools

PUTTING GROWTH FIRST

How does IMPACT support my growth?

The primary purpose of IMPACT is to help you increase your effectiveness so that, as a system, we can dramatically increase student learning. IMPACT does this in three important ways.

- **Clear Expectations** — First and foremost, IMPACT attempts to outline clear performance expectations. We have worked very closely with teachers and other school-based personnel over the past year to draft clear rubrics for each of your IMPACT components. We wanted to ensure that performance expectations were transparent. As many of you voiced in the focus groups we held on the new assessment system: "Please tell me exactly what you expect."

- **Clear Feedback** — We also wanted you to have clear feedback about your performance. Towards that end, IMPACT does three things. First, as you will see in this guidebook, IMPACT has multiple assessment "cycles" over the course of the year, thereby providing multiple opportunities for feedback. Second, IMPACT calls for in-person assessment conferences as part of each cycle. And third, IMPACT is web-based. You will be able to log into the system at any time to review your ratings as well as written feedback about your performance.

- **Clear Growth Plans** — Finally, we felt it was important for all school-based personnel at all levels of experience and expertise to receive guidance on how to increase their effectiveness. Thus, as part of IMPACT, everyone will have a growth plan. The growth plan, initiated after the first assessment cycle, will outline key strengths and key growth areas as well as next steps for professional development.

What are the school system's plans for professional development?

Professional development is vital to our collective success. We want our schools to be true learning environments, for children and adults alike. This is why we are working aggressively to provide you with the highest quality support.

To start, over the past two years, we have increased spending on professional development by over 400%. But it is how we are using these funds that matters the most. We are investing in what the research tells us actually works: rigorous, job-embedded supports that help you address the unique challenges that you face. In short, we are moving aggressively away from the one-size-fits-all "seat hour" model towards the differentiated "practicum" model.

We know we still have far more work to do in this area, but are excited about the changes that we are already beginning to see in schools across the city. We ask for your continued participation in this reform effort. Getting professional development right is key to our goal of becoming one of the highest-performing school systems in America.

GROUP 12: OVERVIEW

Who is in Group 12?

Group 12 consists of all Related Service Providers (e.g., Psychologists, Speech and Language Therapists, Occupational Therapists).

What are the IMPACT components for members of Group 12?

There are four IMPACT components for members of Group 12. Each is explained in greater detail in the following sections of this guidebook.

■ **Related Service Provider Standards (RSP)** — These standards define excellence for Related Service Providers in DCPS. They comprise 70% of your IMPACT score.

■ **Individual Education Plan Quality (IEPQ)** — This is a measure of how well you write your students' Individual Education Plans. This component makes up 15% of your IMPACT score.

■ **Assessment Timeliness (AT)** — This is a measure of the extent to which you complete, in a timely fashion, the related service assessments required for your students. This component makes up 15% of your IMPACT score.

■ **Core Professionalism (CP)** — This is a measure of four basic professional requirements for all school-based personnel and all itinerant instructional personnel. This component is scored differently from the others, which is why it is not represented in the pie chart. For more information, please see the Core Professionalism section of this guidebook.

IMPACT COMPONENTS FOR GROUP 12

AT
15%

IEPQ
15%

RSP
70%

- Related Service Provider Standards (RSP)
- IEP Quality (IEPQ)
- Assessment Timeliness (AT)
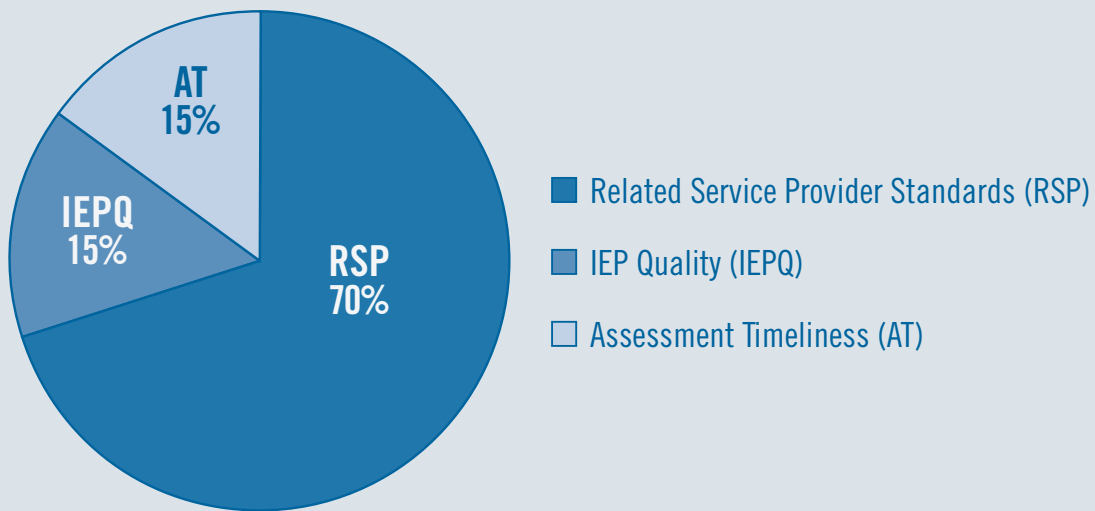
RELATED SERVICE PROVIDER STANDARDS (RSP)

What are the Related Service Provider Standards?

The Related Service Provider Standards define excellence for Related Service Providers in DCPS. They are divided into three domains:

- Domain 1: Assessment
  - Standard 1: Standard Assessment Battery
  - Standard 2: Assessment Report Format
  - Standard 3: Assessment Report Content

- Domain 2: Service Delivery
  - Standard 1: Skill Building
  - Standard 2: Due Diligence
  - Standard 3: Productivity

- Domain 3: Documentation
  - Standard 1: Documentation Format
  - Standard 2: Intervention Activity
  - Standard 3: Missed Sessions
  - Standard 4: IEP Report Cards

How will my proficiency in the Related Service Provider Standards be assessed?

Your Program Manager from the DCPS Office of Special Education will assess your proficiency according to the rubric at the conclusion of this section. S/he will assess you formally two times during the year. The first assessment will occur by February 1 and the second by June 15.

As part of each assessment cycle, you will have a conference with your Program Manager from the DCPS Office of Special Education. At this conference you will receive written feedback based on the Related Service Provider Standards rubric and discuss next steps for professional growth.

How will my proficiency in the Related Service Provider Standards be scored?

For each assessment cycle, you will receive a 4 (highest) to 1 (lowest) rating for each standard of the rubric. Your standard scores will then be averaged together to form an overall score of 4.0 (highest) to 1.0 (lowest) for the assessment cycle.

At the end of the year, your two assessment cycle scores will be averaged together to calculate an overall score of 4.0 (highest) to 1.0 (lowest) for this component of your IMPACT assessment. See the sample score chart below.

SAMPLE SCORE CHART
RELATED SERVICE PROVIDER STANDARDS

REVIEW CYCLE	INDIVIDUAL STANDARDS							CYCLE AVERAGE (Average of SD 1 to D 4)
	SERVICE DELIVERY			DOCUMENTATION				
	RSP SD 1	RSP SD 2	RSP SD 3	RSP D 1	RSP D 2	RSP D 3	RSP D 4	
Cycle 1	3	3	3	3	4	4	4	3.4
Cycle 3*	4	4	4	4	3	4	4	3.9
OVERALL ANNUAL COMPONENT SCORE (Average of Both Cycles)								3.7

*Related Service Providers are not assessed during Cycle 2.

Will DCPS be conducting information sessions about this component of the IMPACT system?

Yes. Beginning in September, DCPS will be conducting a series of information sessions to answer your questions. These sessions will continue throughout the year.

RELATED SERVICE PROVIDER STANDARDS (RSP) RUBRIC: ASSESSMENT

	LEVEL 4 (HIGHEST)	LEVEL 3
RSP A1: STANDARD ASSESSMENT BATTERY		
RSP A1	Based on the Special Education Referral, Related Service Provider utilizes **all** of the tests within the standard assessment battery, as defined by the DCPS Assessment Handbook.	Based on the Special Education Referral, Related Service Provider utilizes **most** of the tests within the standard assessment battery, as defined by the DCPS Assessment Handbook.
RSP A2: ASSESSMENT REPORT FORMAT		
RSP A2	**All** Assessment Reports (5 of 5 randomly selected) are written in the format outlined in the DCPS Assessment Handbook.	**Most** Assessment Reports (4 of 5 randomly selected) are written in the format outlined in the DCPS Assessment Handbook.
RSP A3: ASSESSMENT REPORT CONTENT		
RSP A3A	In **all** Assessment Reports (5 of 5 randomly selected), test results are described accurately.	In **most** Assessment Reports (4 of 5 randomly selected), test results are described accurately.
RSP A3B	In **all** Assessment Reports (5 of 5 randomly selected), the summary explains the impact of the area of concern on the student's ability to access grade-level material.	In **most** Assessment Reports (4 of 5 randomly selected), the summary explains the impact of the area of concern on the student's ability to access grade-level material.
RSP A3C	In **all** Assessment Reports (5 of 5 randomly selected), Related Service Provider makes appropriate recommendations.	In **most** Assessment Reports (4 of 5 randomly selected), Related Service Provider makes appropriate recommendations.

Each line of the rubric is assessed independently.

LEVEL 2	LEVEL 1 (LOWEST)
Based on the Special Education Referral, Related Service Provider utilizes **some** of the tests within the standard assessment battery, as defined by the DCPS Assessment Handbook.	Related Service Provider **does not utilize** the standard assessment battery, as defined by the DCPS Assessment Handbook.
Some Assessment Reports (3 of 5 randomly selected) are written in the format outlined in the DCPS Assessment Handbook.	**Few** Assessment Reports (2 or fewer of 5 randomly selected) are written in the format outlined in the DCPS Assessment Handbook.
In **some** Assessment Reports (3 of 5 randomly selected), test results are described accurately.	In **few** Assessment Reports (2 or fewer of 5 randomly selected), test results are described accurately.
In **some** Assessment Reports (3 of 5 randomly selected), the summary explains the impact of the area of concern on the student's ability to access grade-level material.	In **few** Assessment Reports (2 or fewer of 5 randomly selected), the summary explains the impact of the area of concern on the student's ability to access grade-level material.
In **some** Assessment Reports (3 of 5 randomly selected), Related Service Provider makes appropriate recommendations.	In **few** Assessment Reports (2 or fewer of 5 randomly selected), Related Service Provider makes appropriate recommendations.

Each line of the rubric is assessed independently.

RELATED SERVICE PROVIDER STANDARDS (RSP) RUBRIC: SERVICE DELIVERY

	LEVEL 4 (HIGHEST)	LEVEL 3
RSP SD1: SKILL BUILDING		
RSP SD1	During each service delivery session, Related Service Provider: 1) **makes** the student aware of the skills being addressed (e.g., coping, articulation, fine motor control, postural control); 2) **articulates** the importance of mastering those skills; 3) **articulates** how the session's activity relates to previous work; and 4) **engages** the student in goal tracking.	During each service delivery session, Related Service Provider: 1) **makes** the student aware of the skills being addressed (e.g., coping, articulation, fine motor control, postural control); 2) **articulates** the importance of mastering those skills; and 3) **articulates** how the session's activity relates to previous work.
RSP SD2: DUE DILIGENCE		
RSP SD2	Related Service Provider goes **above and beyond** the DCPS Due Diligence Standards for service delivery.	Related Service Provider **consistently** follows the DCPS Due Diligence Standards for service delivery.
RSP SD3: PRODUCTIVITY		
RSP SD3	Related Service Provider's intervention productivity, as documented in the Special Education Data System (SEDS) is **95%** or above.	Related Service Provider's intervention productivity, as documented in the Special Education Data System (SEDS) is **85%–94%**.

*Each line of the rubric is assessed independently.*

LEVEL 2	LEVEL 1 (LOWEST)
During each service delivery session, Related Service Provider: 1) **makes** the student aware of the skills being addressed (e.g., coping, articulation, fine motor control, postural control); and 2) **articulates** the importance of mastering those skills.	During each session, Related Service Provider **does not make** the student aware of the skills being addressed (e.g., coping, articulation, fine motor control, postural control) **OR does not articulate** the importance of mastering those skills.
Related Service Provider **sometimes** follows the DCPS Due Diligence Standards for service delivery.	Related Service Provider **rarely** follows the DCPS Due Diligence Standards for service delivery.
Related Service Provider's intervention productivity, as documented in the Special Education Data System (SEDS) is **75%–84%**.	Related Service Provider's intervention productivity, as documented in the Special Education Data System (SEDS) is **less than 75%**.

Each line of the rubric is assessed independently.
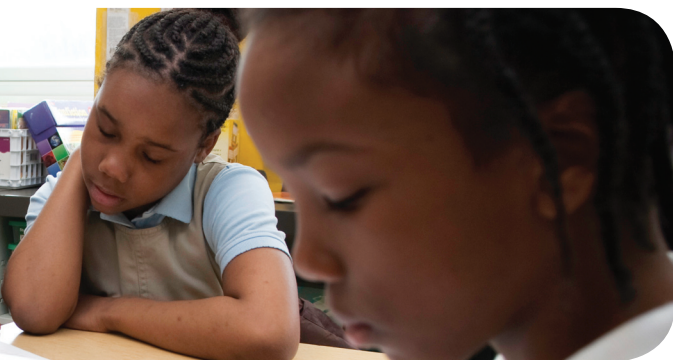
RELATED SERVICE PROVIDER STANDARDS (RSP) RUBRIC: DOCUMENTATION

	LEVEL 4 (HIGHEST)	LEVEL 3
RSP D1: DOCUMENTATION FORMAT		
RSP D1	Related Service Provider **always** (5 of 5 random samples) documents service delivery in accordance with DCPS guidelines.	**Most of the time** (4 of 5 random samples), Related Service Provider documents service delivery in accordance with DCPS guidelines.
RSP D2: INTERVENTION ACTIVITY		
RSP D2	**All** Progress Notes (5 of 5 randomly selected) include: 1) an identification of the intervention activity; 2) a description of the student's response to the intervention; and 3) an explanation of the relevance of the activity to the IEP goal.	**Most** Progress Notes (4 of 5 randomly selected) include: 1) an identification of the intervention activity; 2) a description of the student's response to the intervention; and 3) an explanation of the relevance of the activity to the IEP goal.
RSP D3: MISSED SESSIONS		
RSP D3	**All** Progress Notes (5 of 5 randomly selected) document missed sessions in accordance with DCPS guidelines.	**Most** Progress Notes (4 of 5 randomly selected) document missed sessions in accordance with DCPS guidelines.
RSP D4: IEP REPORT CARDS		
RSP D4	**All** quarterly IEP Report Cards (5 of 5 randomly selected) are submitted on time and address all IEP goals.	**Most** quarterly IEP Report Cards (4 of 5 randomly selected) are submitted on time and address all IEP goals.

Each line of the rubric is assessed independently.

LEVEL 2	LEVEL 1 (LOWEST)
Related Service Provider **sometimes** (3 of 5 random samples) documents service delivery in accordance with DCPS guidelines.	Related Service Provider **rarely** (2 or fewer of 5 random samples) documents service delivery in accordance with DCPS guidelines.
Some Progress Notes (3 of 5 randomly selected) include: 1) an identification of the intervention activity; 2) a description of the student's response to the intervention; and 3) an explanation of the relevance of the activity to the IEP goal.	**Few** Progress Notes (2 or fewer of 5 randomly selected) include: 1) an identification of the intervention activity; 2) a description of the student's response to the intervention; and 3) an explanation of the relevance of the activity to the IEP goal.
Some Progress Notes (3 of 5 randomly selected) document missed sessions in accordance with DCPS guidelines.	**Few** Progress Notes (2 or fewer of 5 randomly selected) document missed sessions in accordance with DCPS guidelines.
Some quarterly IEP Report Cards (3 of 5 randomly selected) are submitted on time and address all IEP goals.	**Few** quarterly IEP Report Cards (2 or fewer of 5 randomly selected) are submitted on time and address all IEP goals.

Each line of the rubric is assessed independently.

IEP QUALITY (IEPQ)

What is IEP Quality?

This is a measure of how well you write your students' Individual Education Plans (IEPs). In specific, the quality of the following IEP elements will be assessed:

- Present Levels of Performance
- Goals
- Services and Supplemental Aides
- Least Restrictive Environment
- Extended School Year Services

Why is this one of my IMPACT components?

Well-written IEPs help ensure that our students receive all the services they need in the least restrictive environment.

How will my IEP Quality be assessed?

Your IEP Quality will be assessed according to the rubric at the conclusion of this section. Your Special Education Coordinator (or Special Education Cluster Staff) will evaluate a random sample of five of your IEPs at two points in the year. The first assessment will occur by February 1 and the second by June 15.

As part of each assessment cycle, you will have a conference with your Special Education Coordinator (or Special Education Cluster Staff). At this conference you will receive written feedback based on the IEP Quality rubric and discuss next steps for professional growth.

How will my IEP Quality be scored?

For each assessment cycle, you will receive a 4 (highest) to 1 (lowest) rating for each standard of the rubric. Your standard scores will then be averaged together to form an overall score of 4.0 (highest) to 1.0 (lowest) for the assessment cycle.

At the end of the year, your two assessment cycle scores will be averaged together to calculate an overall score of 4.0 (highest) to 1.0 (lowest) for this component of your IMPACT assessment. See the sample score chart below.

SAMPLE SCORE CHART
IEP QUALITY

REVIEW CYCLE	INDIVIDUAL STANDARDS								CYCLE AVERAGE (Average of IEPQ 1 to IEPQ 5)
	IEPQ 1A	IEPQ 1B	IEPQ 1C	IEPQ 1	IEPQ 2	IEPQ 3	IEPQ 4	IEPQ 5	
Cycle 1	4	3	3	*Average of A–C* → 3.3	3	4	4	4	3.7
Cycle 3*	3	4	3	*Average of A–C* → 3.3	4	4	4	4	3.9
OVERALL ANNUAL COMPONENT SCORE (Average of Both Cycles)									→ **3.8**

*IEP Quality is not assessed during Cycle 2.

Will DCPS be conducting information sessions about this component of the IMPACT system?

Yes. Beginning in September, DCPS will be conducting a series of information sessions to answer your questions. These sessions will continue throughout the year.

IEP QUALITY (IEPQ) RUBRIC

	LEVEL 4 (HIGHEST)	LEVEL 3
IEPQ 1: PRESENT LEVELS OF PERFORMANCE (PLP)		
IEPQ 1A	For each area of concern, the Present Level of Educational Performance Statement: 1) **describes** both the student's strengths and growth areas; and 2) includes **multiple pieces** of quantitative and qualitative data.	For each area of concern, the Present Level of Educational Performance Statement: 1) **describes** both the student's strengths and growth areas; and 2) includes **one piece** each of quantitative and qualitative data.
IEPQ 1B	For each area of concern, the Needs Statement: 1) **prioritizes** which of the student's growth areas mentioned in the Present Level of Educational Performance Statement should be the primary focus for instructional support; 2) **includes** a statement about why these needs should be prioritized; and 3) **includes** information about how addressing these needs will increase the student's ability to access grade level content.	For each area of concern, the Needs Statement: 1) **prioritizes** which of the student's growth areas mentioned in the Present Level of Educational Performance Statement should be the primary focus for instructional support; and 2) **includes** a statement about why these needs should be prioritized.
IEPQ 1C	For each area of concern, the Impact Statement includes: 1) a clear **explanation**, including at least 1 specific example, of how the disability impacts student achievement in the general education setting; 2) a brief **description** of 2 or more specific modifications and/or accommodations to address the impact; and 3) an **explanation** of how the modifications and/or accommodations will help mitigate the impact.	For each area of concern, the Impact Statement includes: 1) a clear **explanation**, including at least 1 specific example, of how the disability impacts student achievement in the general education setting; and 2) a brief **description** of 2 or more specific modifications and/or accommodations to address the impact.
IEPQ 2: GOALS		
IEPQ 2	1) **For Special Education Teachers: All** goals are clearly measurable, include the number of opportunities that the student will have to demonstrate mastery of the skill, and articulate what evidence will be used to assess mastery. **For Related Service Providers: All** goals are aligned to developmentally appropriate skill sets. 2) **For both: Evidence** of progress towards the previous year's annual goals are faxed to the Special Education Data System (SEDS).	**For Special Education Teachers: All** goals are clearly measurable, include the number of opportunities that the student will have to demonstrate mastery of the skill, and articulate what evidence will be used to assess mastery. **For Related Service Providers: All** goals are aligned to developmentally appropriate skill sets.

Each line of the rubric is assessed independently.

LEVEL 2	LEVEL 1 (LOWEST)
For each area of concern, the Present Level of Educational Performance Statement **describes** both the student's strengths and growth areas.	For each area of concern, the Present Level of Educational Performance Statement **does not describe** both the student's strengths and growth areas.
For each area of concern, the Needs Statement **prioritizes** which of the student's growth areas mentioned in the Present Level of Educational Performance Statement should be the primary focus for instructional support.	For each area of concern, the Needs Statement **does not prioritize** which of the student's growth areas mentioned in the Present Level of Educational Performance Statement should be the primary focus for instructional support **OR no Needs Statement** is provided.
For each area of concern, the Impact Statement includes a clear **explanation**, including at least 1 specific example, of how the disability impacts student achievement in the general education setting.	For each area of concern, the Impact Statement **does not include** a clear **explanation** of how the disability impacts student achievement in the general education setting **OR no Impact Statement** is provided.
For Special Education Teachers: Approximately 3/4 of goals are clearly measurable, include the number of opportunities that the student will have to demonstrate mastery of the skill, and articulate what evidence will be used to assess mastery. **For Related Service Providers: Approximately 3/4** of goals are aligned to developmentally appropriate skill sets.	**For Special Education Teachers: Approximately 1/2 or less than 1/2** of goals are clearly measurable, include the number of opportunities that the student will have to demonstrate mastery of the skill, and articulate what evidence will be used to assess mastery. **For Related Service Providers: Approximately 1/2 or less than 1/2** of goals are aligned to developmentally appropriate skill sets.

Each line of the rubric is assessed independently.

IEP QUALITY (IEPQ) RUBRIC

	LEVEL 4 (HIGHEST)	LEVEL 3
IEPQ 3: SERVICES AND SUPPLEMENTAL AIDES		
IEPQ 3	1) **For Special Education Teachers: All** specialized instructional time is captured as discrete content areas (e.g., reading, writing, math). **For Related Service Providers: All** services are captured as discrete service areas (e.g., speech, behavioral support services, occupational therapy). 2) **For both**: Total time allocated for specialized instruction and related services **does not exceed** the total number of hours in the instructional day. 3) **For both:** An **explanation** about how the duration, frequency, and setting of the services were determined is faxed to the Special Education Data System (SEDS).	1) **For Special Education Teachers: All** specialized instructional time is captured as discrete content areas (e.g., reading, writing, math). **For Related Service Providers: All** services are captured as discrete service areas (e.g., speech, behavioral support services, occupational therapy). 2) **For both**: Total time allocated for specialized instruction and related services **does not exceed** the total number of hours in the instructional day.
IEPQ 4: LEAST RESTRICTIVE ENVIRONMENT		
IEPQ 4	1) The Least Restrictive Environment Statement **explains** the extent of and the reasons for the student's non-participation in the general education setting and includes a **detailed plan** to prepare the student for increased participation in the general education setting and/or in school-sponsored activities with her/his non-disabled peers during the following year. 2) The plan includes a **description** of the course content and/or the specific activities that the student will be exposed to during the current year and how such content/activities will positively impact the student's ability to participate in a less restrictive environment during the following year. 3) **Documentation** of when and how an outside agency or community organization was invited to participate in the IEP meeting in order to help the student remain in the Least Restrictive Environment is faxed to the Special Education Data System (SEDS).	The Least Restrictive Environment Statement **explains** the extent of and the reasons for the student's non-participation in the general education setting and includes a **general plan** to prepare the student for increased participation in the general education setting and/or in school-sponsored activities with her/his non-disabled peers during the following year.
IEPQ 5: EXTENDED SCHOOL YEAR SERVICES		
IEPQ 5	1) Recommendations for Extended School Year Services include a **data-driven rationale** for why these services are necessary for the student to secure the minimum benefits of a free and appropriate public education in the fall. 2) **Documentation** of the data used in the rationale is faxed to the Special Education Data System (SEDS).	Recommendations for Extended School Year Services include a **data-driven rationale** for why these services are necessary for the student to secure the minimum benefits of a free and appropriate public education in the fall.

Each line of the rubric is assessed independently.

LEVEL 2	LEVEL 1 (LOWEST)
For Special Education Teachers: All specialized instructional time is captured as discrete content areas (e.g., reading, writing, math). **For Related Service Providers: All** services are captured as discrete service areas (e.g., speech, behavioral support services, occupational therapy).	**For Special Education Teachers: Not all** specialized instructional time is captured as discrete content areas (e.g., reading, writing, math). **For Related Service Providers: Not all** services are captured as discrete service areas (e.g., speech, behavioral support services, occupational therapy).
The Least Restrictive Environment Statement **explains** the extent of and the reasons for the student's non-participation in the general education setting.	The Least Restrictive Environment Statement **does not explain** the extent of and the reasons for the student's non-participation in the general education setting.
Recommendations for Extended School Year Services include a **rationale** for why these services are necessary for the student to secure the minimum benefits of a free and appropriate public education in the fall.	Recommendations for Extended School Year Services **do not include a rationale** for why these services are necessary for the student to secure the minimum benefits of a free and appropriate public education in the fall.

Each line of the rubric is assessed independently.

ASSESSMENT TIMELINESS (AT)

What is Assessment Timeliness?

This is a measure of the extent to which you conduct, in a timely fashion, the related service assessments required for your students.

Why is this one of my IMPACT components?

Conducting assessments in a timely fashion is necessary if we, as a school system, are to ensure that our students receive all the services they need. Furthermore, federal law requires timely administration of these assessments.

How will my Assessment Timeliness be tracked?

Your Assessment Timeliness will be tracked in the Special Education Data System (SEDS).

How will my Assessment Timeliness be scored?

Your Assessment Timeliness will be scored at the end of the school year according to the rubric at the conclusion of this section. You will receive an overall score of 4 (highest) to 1 (lowest).*

Will DCPS be conducting information sessions about this component of the IMPACT system?

Yes. Beginning in September, DCPS will be conducting a series of information sessions to answer your questions. These sessions will continue throughout the year.

*Please note that, because this component is scored only once per year, we have not included a sample score chart as we have for the components that are scored multiple times per year.

If your lunch was a bug,
Who could you be?
Maybe a nuthatch
At work in a tree,
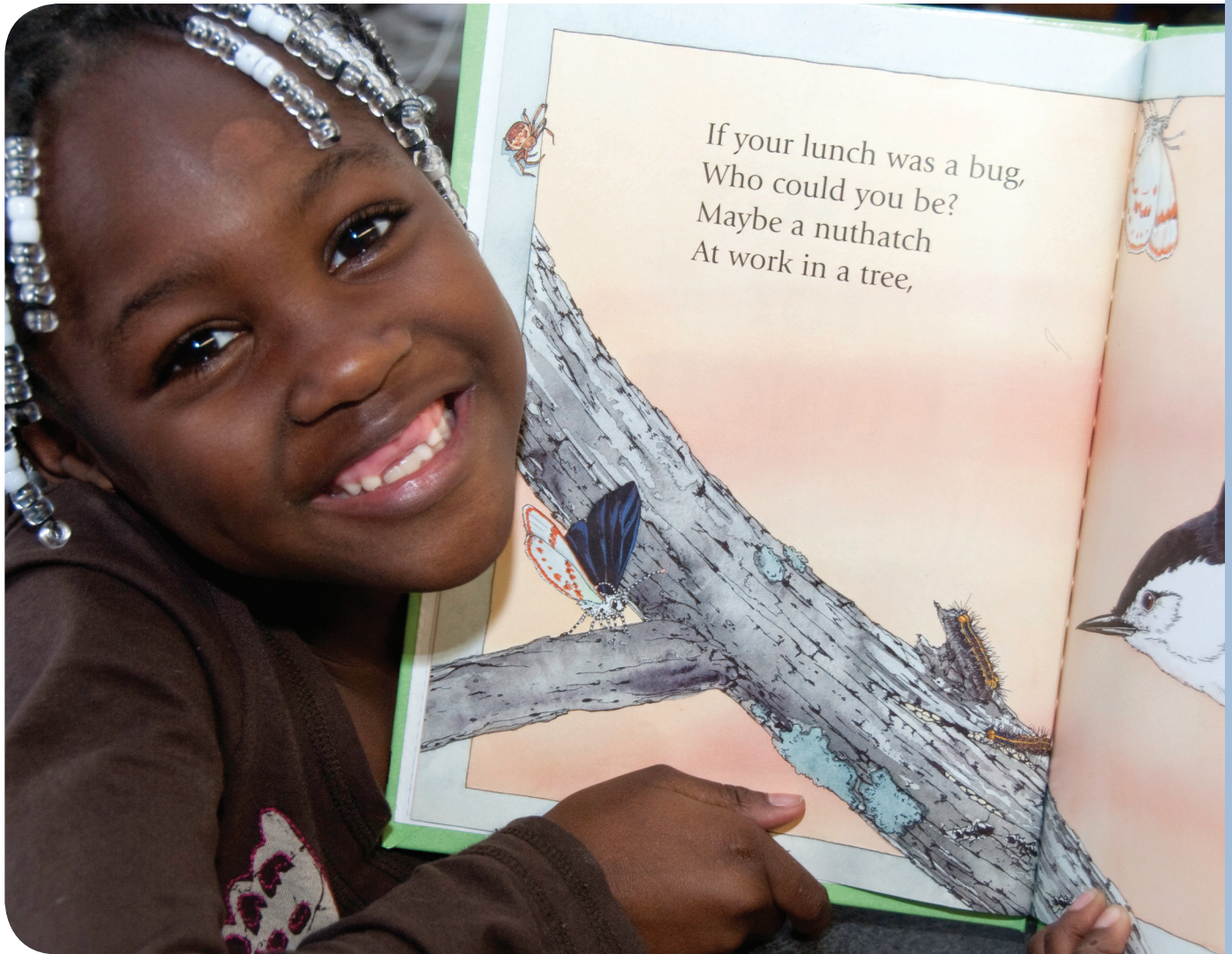
ASSESSMENT TIMELINESS (AT) RUBRIC

	LEVEL 4 (HIGHEST)	LEVEL 3
AT 1: ASSESSMENT TIMELINESS		
AT 1	Related Service Provider completes **100%** of assessments on time, as documented in the Special Education Data System (SEDS).	Related Service Provider completes **90%–99%** of assessments on time, as documented in the Special Education Data System (SEDS).

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LEVEL 2	LEVEL 1 (LOWEST)
Related Service Provider completes **80%–89%** of assessments on time, as documented in the Special Education Data System (SEDS).	Related Service Provider completes **less than 80%** of assessments on time, as documented in the Special Education Data System (SEDS).

CORE PROFESSIONALISM (CP)

What is Core Professionalism?

This component measures four basic tenets of professionalism: 1) having no unexcused absences; 2) having no unexcused late arrivals; 3) following the policies and procedures of your school (or program) and the school system; and 4) interacting with colleagues, students, families, and community members in a respectful manner.

How will my Core Professionalism be assessed?

Your administrator (or program supervisor) will assess your Core Professionalism according to the rubric at the conclusion of this section. S/he will assess you formally two times during the year. The first assessment will occur by December 1 and the second by June 15. The only exception to this timeline is for Related Service Providers, who will have their first assessment by February 1 and their second by June 15.

As part of each assessment cycle, you will have a conference with your administrator (or program supervisor). At this conference you will receive written feedback based on the Core Professionalism rubric and discuss next steps for professional growth.

How will my Core Professionalism be scored?

Unlike the other rubrics in IMPACT, there are only three levels for Core Professionalism: Meets Standard, Slightly Below Standard, and Significantly Below Standard.

If you consistently receive a Core Professionalism rating of Meets Standard (and you receive no ratings of Slightly Below Standard or Significantly Below Standard), your overall score for this component will be Meets Standard and you will see

no change in your final IMPACT score. This is the case in the sample score chart below.

If you receive a rating of Slightly Below Standard on any part of the Core Professionalism rubric (and you receive no ratings of Significantly Below Standard), your overall score for this component will be Slightly Below Standard and you will see a small deduction in your final IMPACT score.

If you receive a rating of Significantly Below Standard on any part of the Core Professionalism rubric, your overall score for this component will be Significantly Below Standard and you will see a significant deduction in your final IMPACT score.

For more information about the scoring process, please see the Putting It All Together section at the conclusion of this guidebook.

SAMPLE SCORE CHART
CORE PROFESSIONALISM

REVIEW CYCLE	INDIVIDUAL STANDARDS				CYCLE AVERAGE *(Lowest of CP 1 to CP 4)*
	CP 1	CP 2	CP 3	CP 4	
Cycle 1	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard
Cycle 3*	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard
OVERALL ANNUAL COMPONENT SCORE *(Lowest of Two Cycles)*					⤷ Meets Standard

*Individuals in this IMPACT group are not assessed during Cycle 2.

Will DCPS be conducting information sessions about this component of the IMPACT system?

Yes. Beginning in September, DCPS will be conducting a series of information sessions to answer your questions. These sessions will continue throughout the year.

CORE PROFESSIONALISM (CP) RUBRIC

	MEETS STANDARD	SLIGHTLY BELOW STANDARD
CP 1: ATTENDANCE		
CP 1	Individual has **no** unexcused absences (absences that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).	Individual has **1** unexcused absence (an absence that is in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).
CP 2: ON-TIME ARRIVAL		
CP 2	Individual has **no** unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).	Individual has **1** unexcused late arrival (a late arrival that is in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).
CP 3: POLICIES AND PROCEDURES		
CP 3	Individual **always** follows DCPS and local school policies and procedures (e.g., procedures for submitting student discipline referrals, policies for appropriate staff attire, protocols for the Thirty-Minute Morning Block).	**With rare exception**, Individual follows DCPS and local school policies and procedures (e.g., procedures for submitting student discipline referrals, policies for appropriate staff attire, protocols for the Thirty-Minute Morning Block).
CP 4: RESPECT		
CP 4	Individual **always** interacts with students, colleagues, parents/guardians, and community members in a respectful manner.	**With rare exception**, Individual interacts with students, colleagues, parents/guardians, and community members in a respectful manner.

Each line of the rubric is assessed independently.

SIGNIFICANTLY BELOW STANDARD

Individual has **2 or more** unexcused absences (absences that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).

Individual has **2 or more** unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).

Individual **demonstrates a pattern** of failing to follow DCPS and local school policies and procedures (e.g., procedures for submitting student discipline referrals, policies for appropriate staff attire, protocols for the Thirty-Minute Morning Block).

Individual **demonstrates a pattern** of failing to interact with students, colleagues, parents/guardians, or community members in a respectful manner.

Each line of the rubric is assessed independently.

PUTTING IT ALL TOGETHER

What does this section explain?

This section is designed to help you understand how all of the components of your assessment will come together to form an overall IMPACT score and rating. The process involves five steps.

Step 1

We begin by identifying your overall ratings for each component of your assessment. Recall that, for all components other than Core Professionalism, the score will always range from 4.0 (highest) to 1.0 (lowest).

Step 2

We then multiply each component score by its percentage from the pie chart at the beginning of this guidebook. This creates "weighted scores" for each component. The chart below provides an example.

SAMPLE SCORE

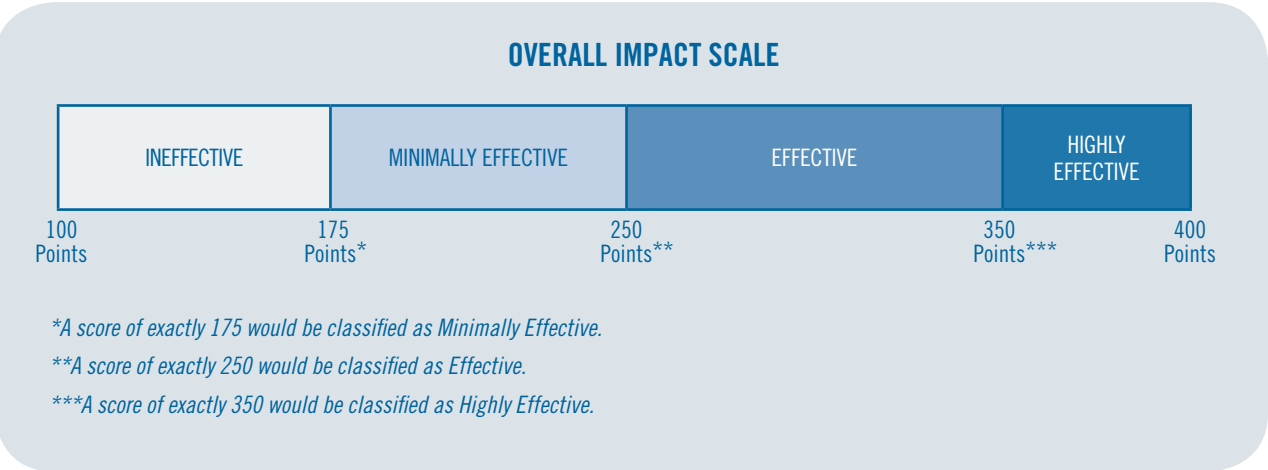| COMPONENT	COMPONENT SCORE	PIE CHART PERCENTAGE		WEIGHTED SCORE	
Related Service Provider Standards (RSP)	3.7	x	70	=	259
IEP Quality (IEPQ)	3.8	x	15	=	57
Assessment Timeliness (AT)	3.0	x	15	=	45
TOTAL					**361**

Step 3

We then add up the weighted scores to arrive at a total score. The total score will always be between 100 and 400.

Step 4

We then adjust your total score based on your rating for Core Professionalism. If your rating for this component is Meets Standard, then your total score remains unchanged. If your rating is Slightly Below Standard, then 10 points are subtracted from your total score. If your rating is Significantly Below Standard, then 20 points are subtracted. In the example above, the individual's rating for this component is Meets Standard, so no points have been subtracted.

Step 5

Finally, we take your adjusted score and consult the scale below to arrive at your final IMPACT rating.

OVERALL IMPACT SCALE

INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
100 Points	175 Points*	250 Points**	350 Points*** 400 Points

A score of exactly 175 would be classified as Minimally Effective.

**A score of exactly 250 would be classified as Effective.

***A score of exactly 350 would be classified as Highly Effective.

PUTTING IT ALL TOGETHER

What do these ratings mean?

Highly Effective: This rating signifies outstanding performance. DCPS hopes to provide additional compensation to individuals who earn this rating.

Effective: This rating signifies solid performance. Individuals who earn this rating will progress normally on their pay scales.

Minimally Effective: This rating signifies performance that is below expectations. Individuals who receive this rating will have access to additional professional development resources to help them increase their effectiveness. Such individuals will also be held at their current salary step until they earn a rating of Effective or higher. Individuals who receive a rating of Minimally Effective for two consecutive years will be subject to separation from the school system.

Ineffective: This rating signifies unacceptable performance. Individuals who receive this rating will be subject to separation from the school system.

If I disagree with my rating, what are my options?

First and foremost, we want to ensure that your ratings are accurate. If, at *any* point in the year, you feel that your assessment is being conducted improperly, we encourage you to contact the DCPS Office of Labor Management and Employee Relations (LMER) at 202-442-5373. We also encourage you to contact your union representative. Our hope is that we can collaboratively work to rectify any inaccuracies or improprieties as soon as they are known. Doing so is in everyone's best interests. When there is a legitimate difference of opinion that cannot be resolved, we encourage you to avail yourself of all rights provided for in your collective bargaining agreement.

CONCLUDING MESSAGE

As noted in the Chancellor's opening letter, we called this system "IMPACT" because you, the adults serving in our schools, have the ability to make a dramatic, positive impact on our students' lives. *You* are the most important lever of change in our school system.

Just as you are critical to expanding the life opportunities of our students, so, too, are you critical to ensuring that IMPACT continues to grow and evolve over the coming years. We acknowledge that IMPACT is not perfect. And so we ask you to provide honest and constructive feedback over the coming year to help us make "Version 2.0" even better.

Starting in October, we will be holding a year-long series of feedback sessions to gather input for the 2010–2011 version. We encourage you to attend and make your voice heard.

Thank you in advance for your participation in this effort. Together, we will make IMPACT a national standard, and, in so doing, help advance the achievement of children across this country.

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